**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Define terms such as “long” and “short”. Other vocabulary: “connecting cubes” and “measure”.  Make sure terms are used often and accurately.  Allow students to repeat new terms (whisper, with a partner, loudly, low voice, etc.)  Observe to see if all are engaged. | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Use “Visual Learning” bridge to introduce. Ask, “What do you see here?” Ex: Pencil  Ask “How long is the pencil?” ; “How can we find out?” (use connecter cubes)  Say “We will MEASURE to see how long this pencil is.  Encourage: “Turn and Tell how many cubes long you think the pencil is.” (whispered estimations);  Randomly call on a few students for oral responses. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| Use Spiral Review  Problem of the Day  Randomly call on students  Explain to students that they can MEASURE to find length, size or amount of something.  Let’s all say, “Measure” out loud”; now whisper, syllables, call on student to put our new math word in a sentence. | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Pose the problem: “Mrs. Ross needs to measure a ribbon for a project. She is going to ‘connecting cubes’ to measure. How can she do this?”  Model and demonstrate – Place ribbon on a flat surface.  Say: “When you are measuring to find out how long something is, you are looking for the LENGTH.” Place a connecting cube at the left end of the ribbon and say, “What should I do next?” (add more cubes); snap on more cubes; keep snapping on more cubes. Say: “Is the cube train longer or shorter than the ribbon?” (not all cubes are added yet). Once the connecting cubes match up to the ribbon, use the term “SAME” to compare ribbon with cubes.  Repeat: Use another ribbon with a varied length | |
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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| Student Response: Students will draw ribbon and cubes in math journal  Check for understanding by monitoring student work |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| Student independently complete and take home practice master |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Topic Test (CFA) at end of unit. |